

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 20 PM 1:53 DOCUMENT CONTROL CENTER SOLUTIONS AND ANALYTICS </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Lubbock ISD	Vendor ID # 1756001989	Mailing address line 1 1628 19 th Street	
Mailing address line 2 1628 19th	City Lubbock	State TX	ZIP Code 79401-4895
County- District # 152901	Campus number and name 068-O. L. Slaton	ESC Region # 17	US Congressional District # TX-019
			DUNS # 020333878

Primary Contact

First name Denise	M.I.	Last name Mattson	Title Executive Director of School Support Services
Telephone # 806-219-0450		Email address denisemattson@lubbockisd.org	FAX # 806-766-6680

Secondary Contact


First name Trey	M.I.	Last name Aguilar	Title Principal
Telephone # 806-219-4403		Email address taquilar@lubbockisd.org	FAX # 806-766-1571

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Berhl	M.I.	Last name Robertson	Title Superintendent
Telephone # 806-219-0070		Email address brobertson@lubbockisd.org	FAX # 806-766-1210
Signature (blue ink preferred)			Date signed 5/19/14



Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <u>turnaround model</u>, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <ol style="list-style-type: none"> 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement; <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In 2013, O.L. Slaton Middle School received an Improvement Required rating due to not meeting target on Index 3 of the state accountability system, which aligns with multiple years of students performing below district and state levels on standardized measures in reading and mathematics. Student performance data reflects many O.L. Slaton students are multiple grade levels behind in reading and mathematics skills. By employing the TTIPS Transformation intervention model, O.L. Slaton will address the need to improve academic performance through technology-rich, targeted interventions to close academic gaps and implementation of an engaging, highly aligned curriculum to address state standards and objectives. In addition, the social and emotional needs of many students frequently inhibit their performance at school and contribute to a higher number of students referred to DAEP placement than district and state averages. Appropriate support systems for students and families provided through this program will enable students and families to receive counseling and social skills education to increase their school readiness. Also, schools who serve a high population of economically disadvantaged students can face challenges retaining talented teachers who are able to employ the instructional skills necessary to close academic gaps and increase student achievement while teaching appropriate social skills and behaviors. This program will prescribe job-embedded professional development, provide curricular support through instructional coaching, use research-based appraisal instruments and employ incentive-based retention strategies so our students are served by the top talent in the district. The goals targeted in this program, including closing academic gaps, increasing achievement and academic rigor, and promoting a positive school climate through social supports, relate to the vision of O.L. Slaton, "Ensuring future success, today!" by providing school staff with the necessary resources to meet the daily needs of our students and families while encouraging the scholarly habits and attitudes students will need to be successful in future endeavors.

Budget development: The budget for this program emerged from the Needs Assessment identification process and was developed by campus administration, the leadership team, campus academic leaders (CALs) and district curriculum personnel. Once campus needs were prioritized and accompanying strategies and interventions were designated, budgetary components were appropriately categorized. Critical personnel elements of the program include interventionist teachers, instructional coach, PBIS specialist and behavioral facilitators, at-risk counselor, grant program project and site manager and clerical staff. Professional and contracted services will include professional development components and an after school program. Supplies and materials will include technology resources to continue to build campus capacity for class sets of tablets, curriculum resources, professional development resources, parent education and engagement materials, and supplies for program implementation and management. Out-of-state travel for conferences to address program objectives and extended year learning opportunities for students is included in other operating costs. The budget was reviewed by the District Coordinator of School Improvement who made recommendations for any necessary modifications or adjustments.

Demographic information: While O.L. Slaton Middle School maintains a district designation as a "performing and fine arts specialty school," the number of students transferring into O.L. Slaton for the performing and fine arts program has seen a steady decline over the past several years with a fourteen percent decrease in the non-resident student population. O.L. Slaton has become primarily a neighborhood school, serving a 91% economically disadvantaged population made up of 82% Hispanic students, 11% African American, 6% White or Other and 1% Two or more races. O.L. Slaton students have more disciplinary placements, higher mobility rate and more students identified at-risk than district and state averages. In addition, over 15% percent of O.L. Slaton students are served through Special Education, a percentage significantly above district and state averages. While many of our students are being raised in challenging environments, the staff at O.L. Slaton does not allow a student's background to dictate his or her potential for success. This program will support the relentless pursuit of high expectations for students through job-embedded professional development for teachers, data-driven instruction, highly aligned curriculum and ongoing monitoring of instruction and teacher quality. In addition to closing academic gaps through a targeted intervention program, literacy and numeracy strategies will be integrated into all curricular areas. The program will further empower teachers through campus-wide systems of behavioral supports, including a PBIS Specialist, behavioral facilitators, counselor for at-risk students and ongoing, job-embedded professional development with parent education outreach interventions. The goal of this program is to equip O.L. Slaton teachers with the tools necessary to change the mind-set of our students, from a "this is too hard" attitude to an "I can do this" belief system through an improved school climate and increased school involvement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Needs Assessment: The O.L. Slaton intervention team is comprised of classroom teachers, counselors and administrators, with guidance from the district Associate Superintendent for Priority Schools and campus TEA Professional Service Provider (PSP). This team, along with input from parents, students and community members, analyzed data, identified campus needs and prioritized the needs using the five-step process outlined in the TAIS Needs Assessment Guidance Handbook. Since O.L. Slaton received an Improvement Required (IR) designation as a result of 2013 STAAR performance, campus stakeholders became familiar with the TAIS needs assessment process during this school year, including quarterly goal setting, intervention planning and data collection and analysis. The quarterly process of collecting and analyzing data spoke to the effectiveness of planned interventions and showed stakeholders areas where campus needs would need to be updated or changed. Armed with the experiences from this school year, the intervention team was able to use campus data and input from stakeholders to update the campus needs through the TAIS needs assessment process, which reinforced that the process put in place during this IR year was effective in its procedures and systems.

Management Plan: The grant will be managed by a district level Coordinator of School Improvement and, pending TTIPS funding of multiple campuses in the district, a TTIPS Project Manager to oversee all programs at individual campuses. At the campus level, a TTIPS Site Coordinator will oversee the daily operations of the program, including communication with personnel, managing budgetary systems, organizing projects, collecting and analyzing data and participating in weekly meetings with campus administration, PLCs and instructional coaches. The site coordinator will construct a weekly schedule to assure that all vested areas, including intervention programs, PBIS activities, counselor schedules, TAP evaluations, stakeholder communication and technology management are monitored and programs are developing according to plan. Completion of weekly task/agenda schedules will be monitored and measured for completion. In addition, the site coordinator will work in conjunction with the campus principal and designated PSP to complete quarterly scheduled assessments of progress towards addressing campus needs. A TTIPS Professional Development Plan will be developed and measured to assure teachers receive job-embedded training and sustained support in critical project areas.

Program evaluation: O.L. Slaton will use two electronic systems to collect and monitor individual student data, a district-developed internal dashboard, Dash1, and the Texas Student Data System (TSDS). The Dash1 system allows the campus to assign students to and closely monitor groups according to a variety of specified indicators. Additional sets of data from PEIMS, PBIS reports, intervention participation, formative and summative assessment scores, teacher and administrator evaluation instruments, professional development participation, counseling logs and parental involvement documentation will be collected and monitored to assure program areas are implemented with fidelity.

This application was reviewed by the Deputy Superintendent for Academic Services, Associate Superintendent for Priority Campuses, District Coordinator for School Improvement, O.L. Slaton PSP and leadership team who assured all statutory requirements were addressed for O.L. Slaton to employ a transformation model for school improvement. Through the review process, it was assured this application appropriately addresses each of the Critical Success Factors through designated strategies and interventions, which were budgeted using TEA guidelines.

The Lubbock ISD and O.L. Slaton Middle School is committed to improving professional practice, leadership effectiveness, school climate, teacher quality and family/community engagement to increase the academic performance of its students. Research-based programs and strategies addressing engaging instructional strategies, Response to Intervention (RtI), increasing academic vocabulary, data-driven instruction, daily PLCs, and campus-wide PBIS interventions were put in place in the 2013-14 school year with the hiring of a new principal. The TTIPS program will enhance campus strategies and programs that have already been implemented, while creating new opportunities for increased learning time, family/community engagement and programs to retain and reward staff for improved performance. To ensure continued commitment to improvement programs, the campus will continue to utilize Title I funding to support interventionist staff, technology and other instructional resources and professional development opportunities. In addition, we will continue contracting with Communities in Schools to provide enrichment opportunities, social supports and increased learning time for students. We will continue to utilize resources from the district Professional Development department to provide sustained instructional support. To sustain enrichment experiences for students, the campus will pursue grant opportunities through internal district Foundation and external funding sources.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 152901	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$2,798,540	\$62,788	\$2,861,328	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$419,349	\$	\$419,349	\$
Schedule #9	Supplies and Materials (6300)	6300	\$361,575	\$4,000	\$365,575	\$
Schedule #10	Other Operating Costs (6400)	6400	\$186,900	\$5,000	\$191,900	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$3,766,364	\$71,788	\$3,838,152	\$
1.850% indirect costs (see note):			N/A	\$61,848	\$61,848	\$
Grand total of budgeted costs (add all entries in each column):			\$3,766,364	\$133,636	*\$3,900,000	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$3,900,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$195,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,500,000	\$1,200,000	\$1,200,000	*\$3,900,000

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 152901		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher	5		\$564,254	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director	1		\$53,788	\$
5	Project coordinator	1		\$302,876	\$
6	Teacher facilitator	1		\$92,664	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	1		\$75,600	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor	1		\$157,500	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	PBIS Specialist	1		\$148,956	\$
22	Behavioral facilitator (paraprofessional)	2		\$119,165	\$
23					\$
24	Subtotal employee costs:			\$1,514,803	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay (4 teachers * 30 days * \$75/day) (PD travel 27 days * \$75/day)		\$11,025	\$
26	6119	Professional staff extra-duty pay 1) Summer data planning and teambuilding \$200 * 35 teachers * 3 days * 3 summers = \$63,000 2) Incentive stipend for improved performance in math and reading @ \$8,000 * 17 teachers * 3 years=\$408,000; Incentive stipend for improved performance in science and social studies @ \$5,000 * 14 teachers * 3 years = \$210,000; Admin incentive @ \$5,000 * 4 admin * 3 years = \$60,000 3) Retention stipend @ \$3,000 * 35 teachers * 3 years = \$315,000		\$1,056,000	\$
27	6121	Support staff extra-duty pay 1) Summer data planning and teambuilding \$100 * 5 paraprofessionals * 3 days * 3 summers = \$4,500 2) Retention stipend @ \$1000 * 5 parapros * 3 years = \$15,000		\$19,500	\$
28	6140	Employee benefits		\$260,000	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$1,346,525	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,861,328	\$

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Guest speakers to increase student involvement	<input type="checkbox"/>	\$6,000	\$
2	Teambuilding experiences for staff	<input type="checkbox"/>	\$9,000	\$
3	Mount and network projectors for campus common areas	<input type="checkbox"/>	\$8,000	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$23,000	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: After school program		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide enrichment experiences to students in a structured after school program			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:\$60,000	# of positions: 6 (1 FT facilitator-5 PT staff)	\$180,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$30,000	\$
	Contractor's supplies and materials		\$15,000	\$
	Contractor's other operating costs		\$45,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$270,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Bus transportation		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Bus route to transport students following after school programs.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$75,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$75,000	\$	
3	Specify topic/purpose/service: Provide professional development in mobile technology use		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Train the education staff in the appropriate use of the new technology in order to achieve the maximum benefit			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$37,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$37,000	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 152901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$382,000	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$23,000	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$382,000	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$14,349	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$419,349	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Tablet + case&cabling-student use	Classroom use for instructional applications	300	\$350	\$185,325	\$
	2	Tablet charging cart	Simultaneous charge and sync tablets for student use	9	\$2,600		
	3	Laptop computer	Productivity for program staff and one per charging cart for tablet sync	19	\$1,500		
	4	Desktop computer	Counselor and clerical	2	\$900		
	5	Tablet-teacher use	Data collection; remotely run interactive board; instructional research/resources	35	\$500		
	6	Color Printer	Networked printers for program personnel	3	\$900		
	7	Digital camcorder	Create "Virtual Open House" DVDs for parent communication	3	\$200		
	8	Digital projector	Communicating current events, core content concepts, student involvement opportunities in campus common areas	3	\$1200		
	9	Scanner copier	Teachers scan data sheets into Eduphoria data monitoring system	2	\$900		
	10	Document scanner	Scan documentation for PBIS Specialist	1	\$425		
6399	Technology software—Not capitalized (includes per student subscriptions/site licenses - Intervention Program @ \$34,000/yr, PD360 @ \$5000/yr, Universal Screener @ \$9750/yr)					\$146,250	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$331,575	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$30,000	\$
3-Year Grand total:						\$361,575	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 152901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$64,000	\$
	Specify purpose: Instructional coaching training (2015 and 2017), Kagan weeklong institutes (2015 -2017), Model Schools conference (2015 and 2016), Community Conferencing Facilitator Training (2015); Assoc for PBIS Internat'l Conference (2015-2017)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$100,000	\$
	Specify purpose: Tuition for 50+ students/year to attend academic/enrichment summer camps at Texas Tech University and feeder high school athletic camps		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$27,900	\$
3-Year Grand total:		\$191,900	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			615	
Category	Number	Percentage	Category	Percentage
African American	62	10.3%	Attendance rate	94.1%
Hispanic	507	82.4%	Annual dropout rate (Gr 9-12)	DNA
White	39	6.3%	Annual graduation rate (Gr 9-12)	DNA
Two or More	6	1.0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	48%
Economically disadvantaged	562	91.8%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	59%
Limited English proficient (LEP)	33	5.1%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	47	5.9%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

O. L. Slaton Middle School had a 2013 State Accountability Rating of Improvement Required. The campus had a mobility rate of 29.8% which is higher than the state average of 17.9%. 13% of the teachers included in 1-5 years' experience were beginning teachers.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0	No degree	0	0
Hispanic	9	20.6%	Bachelor's degree	29.7	68%
White	34.8	79.4%	Master's degree	14	32%
Asian	0	0	Doctorate	0	0
1-5 years exp.	17	39%	Avg. salary, 1-5 years exp.	\$40,984	N/A
6-10 years exp.	14	32%	Avg. salary, 6-10 years exp.	\$43,914	N/A
11-20 years exp.	6.7	15.4%	Avg. salary, 11-20 years exp.	\$47,332	N/A
Over 20 years exp.	6	13.8%	Avg. salary, over 20 years exp.	\$57,292	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								174	200	241					615
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								174	200	241					615

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								14	14	14					42
Open-enrollment charter school								14	14	14					42
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								14	14	14					42

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Schedule #13—Needs Assessment

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Step One: Establish Purpose of Needs Assessment and Establish the Team

For O.L. Slaton, the TTIPS needs assessment team is the campus intervention team, established in response to the Improvement Required accountability designation received in 2013. This team is comprised of campus leadership, including administrators, counselors, and teachers, the district-level Associate Superintendent for Priority Schools, an International Center for Leadership in Education (ICLE) administrative coach and the Professional Service Provider (PSP). Input was also received from district leadership personnel, parents and students. The needs assessment team followed the Texas Accountability Intervention System (TAIS) process designate and prioritize campus needs.

Next, the needs assessment team reviewed the history of the campus and the existing mission and vision and determined that they both reflected the goals and values of the campus. This was done so that the needs assessment team would have a clear understanding of the direction in which the campus needed to go to achieve the desired outcome. A timeline of activities and communication plan was established for completion of the needs assessment process.

Step Two: Gather Data

Once the needs assessment team determined the desired outcome of the needs assessment process, data was collected to make informed decisions. Data sources included:

AEIS reports – TSDS - Campus PBIS/Discipline reports - Report card grades/failure reports - Attendance reports - State assessment data – Student Success Initiative data – STAAR Phase-In Summary Reports – iStation and Achieve 3000 reports (Reading Intervention program) - PEIMS data - Occupational Health Inventory - District 6/9 Weeks Assessment data - Parent attendance sign-in sheets for open house, GOALS night, PTA meetings - Instructional Rounds data - 2013-14 Needs Assessment Summary and Improvement Plan/Quarterly Reporting data - Assessment data from students being served in small group intervention - Campus library usage reports

Step Three: Data Analysis

Next, the needs assessment team used the Critical Success Factors (CSFs) to begin to analyze the relevant data. The CSF questions from the TAIS Needs Assessment Guide were used to critically examine data.

KEY FINDINGS in campus data included (but were not limited to) the following:

2013 STAAR Percent at Phase-In Level 1 Level II or Above								
	Reading			Mathematics			Writing	
	State	District	OLS	State	District	OLS	State	District
Grade 6	72%	67%	42%	74%	64%	54%		
Grade 7	78%	72%	58%	72%	61%	36%	71%	64%
Grade 8	83%	79%	64%	76%	60%	33%		

2013 Student Success Initiative – Students Requiring Accelerated Instruction								
	State	District	OLS	Af.Amer	Hispanic	White	SpEd	EcoDisadv
Gr 8 Reading	17%	21%	36%	29%	38%	20%	67%	38%
Gr 8 Math	24%	40%	67%	86%	64%	67%	79%	68%

State assessment data indicates the campus performed well below state and district averages in Reading and Mathematics (all grades) and Writing (grade 7) and had substantially more 8th grade students requiring accelerated instruction through the Student Success Initiative. The 2013 campus STAAR Phase-In report indicated 20% of all students would have met standard at Final Level II in Reading and 9% in math. [CSF 1,2,3,4,7]

While O.L. Slaton students demonstrated significant growth, on average, in Lexile reading levels according to Achieve 3000 data shown below, this data and iStation BOY/EOY assessment data indicates the majority of students are reading significantly below predicted grade level. In addition, campus library usage data indicates an overall campus lack of participation in borrowing campus titles, including bound and e-books. [CSF 1,2,3,4,5,6,7]

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Average Lexile Performance – Achieve 3000				Discipline Data		
	Aug 2013	May 2014	Growth		2009-2010 (1 st -4 th six weeks)	2013-2014 (1 st -4 th six weeks)
Grade 6	353	535	+114L	PEIMS ODR	904	206
Grade 7	326	616	+99L	ISS Days	1288	465
Grade 8	528	669	+77L	OSS	256	94
Campus Total	366	613	+95L	DAEP	49	26

Over the past four years, O.L. Slaton has introduced campus-wide procedures in Positive Behavioral Interventions and Supports (PBIS) and added an ongoing professional development component with individualized classroom management plans. As evidenced above, empowering teachers with behavioral intervention strategies has decreased the number of ISS/OSS days and students referred to DAEP. [CSF 1,2,3,4,5,6,7]

In addition to academic performance and disciplinary measures, data collected from the Instructional Rounds process determined teachers and students at O.L. Slaton used low levels of academic vocabulary, students were involved in few tasks involving critical thinking and teachers did not effectively utilize strategies to solicit relevant responses in small and large group instruction.

Armed with these and other critical findings from campus data, the needs assessment team also examined the campus support systems that contributed to low performance. These support systems included: Organizational Structure, Processes and Procedures, Communications, and Capacity and Resources. Following data analysis and examination of the Critical Success Factors and Support Systems, the O.L. Slaton campus needs began to emerge in the areas of: reading performance, math performance, academic school climate, instructional rigor, relevance and engagement and lost instructional time due to student behavior and classroom management.

Step Four: Conduct a Root Cause Analysis

Once the needs assessment team identified the areas of low performance and other areas of concern, the team conducted a root cause analysis to determine *why* the problems occurred. The team used the 5 Whys Protocol to help ask the appropriate questions that would reveal the causal factors of the identified problems. From this process, the team determined campus needs, which included interventions to close academic gaps in reading and math, PBIS and counseling resources to support teachers, students and families, enrichment activities to foster a scholarly school climate and increase school involvement, and ongoing professional development to increase leadership effectiveness and teacher quality.

Step Five: Prioritize Needs

The final step in the needs assessment process required the team to prioritize the needs so available resources can be utilized wisely in order to have the most impact on the areas of low performance. An electronic survey was sent to all campus staff, district-level leaders, campus PSP and representative parents asking respondents to prioritize the five campus needs according to a ranking scale, one being the highest priority and five the lowest. From sixty-five respondents, 34% ranked the need to "decrease the amount of instructional time lost per student due to disruptive behaviors" as highest priority (1) and 39% ranked the need to "foster a school climate that encourages scholarly behaviors and practices while involving family and community resources" as lowest priority (5). The other three needs, addressing reading and math achievement and instructional rigor, fell in between.

The TAIS Needs Assessment process guided the team to identify strengths and weakness in student performance, identify areas of low performance, determine the root causes of low performance and prioritize needs in order to get the most impact from available resources.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Decrease the amount of instructional time lost per student due to disruptive behaviors	<ul style="list-style-type: none"> • PBIS Specialist position and behavioral facilitators for individualized student intervention and in-class support with systems • Counselor for at-risk, tier 2 and 3 identified students • Job-embedded professional development to support PBIS program
2.	Increase the rigor of instruction as well as ensure teaching and learning is engaging and relevant to students' lives.	<ul style="list-style-type: none"> • Ongoing professional development in engaging instructional strategies for students from economically disadvantaged backgrounds • Instructional coaches in math and ELAR • Build campus capacity for class sets of tablets to provide quality data to drive instruction and to provide engaging, differentiated core content-area skills development • Summer Instructional Summit for teachers • Teacher and administrator incentive programs for performance and retention • Resources to implement vertically and horizontally aligned curriculum
3.	Increase reading achievement and close academic gaps in reading lexile levels.	<ul style="list-style-type: none"> • Interventionist staff to work on a flexible schedule to provide individualized instruction to students • Professional development for all staff on how to teach reading to adolescent struggling readers • Technology-based reading intervention program to target instruction • Provide high interest, ability-leveled instructional resources
4.	Increase mathematics achievement and close academic gaps in basic mathematics skills.	<ul style="list-style-type: none"> • Interventionist staff to work on a flexible schedule to provide individualized instruction to students • Implement campus strategies in numeracy • Technology resources to provide engaging, differentiated math skills development for students • Resources to implement vertically and horizontally aligned curriculum
5.	Foster a school climate that encourages scholarly behaviors and practices while involving family and community resources.	<ul style="list-style-type: none"> • Technology in common areas to immerse students in current events and core curricular concepts • After school program to provide enrichment activities • Guest speakers to encourage and motivate students • Partnerships with Communities In Schools and local entities to host family and community nights, parent education, college and career fairs • Virtual Open House program • Student participation in Saturday and summer enrichment programs on college campuses

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Associate Superintendent for Priority Schools, member of Superintendent Cabinet
2.	TTIPS Project Manager	Mid-Management certificate desired, ability to organize and coordinate a schoolwide grant program, ability to interpret data, strong organizational, communication, and interpersonal skills, familiarity with federal and special program rules and regulations, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, serve as liaison between school and other agencies on the projects, ensure that programs are cost effective and that this program is managed wisely, compile budget and cost estimates based on documented program needs, and compile, maintain, and file all physical and computerized reports, records, and other documents required, and coordinate with higher education institutions
3.	TTIPS Site Coordinator	Bachelor's degree, strong organizational, communication, and interpersonal skills, monitor grant-funded programs and their expenditures to ensure compliance with regulations and guidelines, a, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, serve as liaison between school and district, and interpret data
4.	Coordinator for School Improvement	Mid-Management certificate desired, ability to organize and coordinate a schoolwide grant program, ability to interpret data, strong organizational, communication, and interpersonal skills, familiarity with federal and special program rules and regulations, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, ensure that programs are cost effective and that this program is managed wisely, compile budget and cost estimates based on documented program needs, and compile, maintain, and file all physical and computerized reports, records, and other documents required
5.		
6.		
7.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the needs of the students, the Lubbock ISD will investigate, evaluate and utilize providers that provide proven programs and which are research-based and research-verified. Recruiting and selecting high-quality external service providers is accomplished through an established review of provider and their services. The campus leadership team will make recommendations for consideration that are based on the needs assessment of the campus.

The Lubbock ISD currently conducts a thorough review of all contracts through several departments to ensure the provider meets the high standard set for each of the providers of service.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2013-14 OL Slaton began conducting an Instructional Rounds protocol to identify major gaps in student understanding, identify target areas called as *problems of practice* (POP), target solutions to *problems of practice*, and write action plans pinpointing how broadly solutions will be implemented, how they can be implemented and adapted across grade levels and content areas, and on what timelines they will be carried out. Instructional Rounds teams are expected to become experts in the use of the data tools such as the data dashboard established in the Lubbock ISD. The goal is for teams to share their knowledge with the broader school community throughout the year to stimulate instructional change and improvement in the conditions of teaching and learning. The regular improvement process that the campus has to engage because of its status was largely dependent on the problems of practices identified during Rounds.

Staff from the district office would facilitate the Rounds and guide the team throughout the action plan to ensure the components were being implemented or whether something should be changed. The supports were helpful as the campus determined one problem of practice and worked on it throughout the campus. One purpose of Instructional rounds is for team members to come to shared conclusions about what constitutes good instructional practice in a given area and hold each other accountable for its implementation. The research indicated that even if teachers were comfortable with and logistically able to spend time watching each other teach, they were seldom comfortable giving feedback that was not positive. The Instructional Rounds process is designed to turn this school into a learning organization capable of continuous introspection and improvement. The practice of developing a data team and time for teachers to collaborate and observe their peers have been established in the first year and will be nurtured in order for the process to be integrated into the culture of our school.

With the TTIPS grant, additional integration of instructional coaches and teacher leaders and tasking them with closing the feedback loop and holding teachers accountable for implementation of new strategies will be enhanced. As a collaborative culture grows within the school and faculty takes ownership of instructional improvement strategies, teachers will also come to hold each other accountable for effective classroom practice.

The campus also documents their progress on 90 day plans with the support of a Professional Service Provider (PSP). Each of the changes and results are communicated with the staff in regular meetings. Further, campus goals and objectives in the areas of student achievement, PBIS systems, curriculum and instruction are communicated to staff through leadership team meeting minutes, faculty meetings and individual conferences and to students and families through group discussion in classes, PTA meetings and School Messenger phone messages.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before the 2013-14 school year, the Lubbock ISD Board of Directors hired a new superintendent, Dr. Berhl Robertson. With this hire, a restructuring of Superintendent cabinet positions occurred. The new structure included a new Associate Superintendent for Priority Schools position. This particular position was created solely for the support of the campuses which had been identified for state interventions through an Improvement Required designation. Lubbock ISD coined the term "priority schools" before the State used the term for federal accountability. However, all the federally identified Priority campuses are a subset of the Lubbock ISD identified campuses under this Associate Superintendent. During the current year, the Associate Superintendent of Priority Schools has served as the DSCI. The table below shows the Lubbock ISD Priority Campuses and the current intervention and whether the campus is submitting a grant application for TTIPS funding.

Campus Name	2013-14 State Rating	2013-14 Federal Rating	TTIPS Grant Intent
Alderson Elementary	Consolidated with campus with IR designation	Consolidated with campus with Priority designation	
Bayless Elementary	Improvement Required	Priority	YES - submitting
Bean Elementary	Improvement Required	Priority	YES - submitting
Brown Elementary	Improvement Required	Focus	
Ervin Elementary	Consolidated with campus with IR designation	Consolidated with campus with Priority designation	
Guadalupe Elementary	Improvement Required	Priority	YES – not submitting
Hodges Elementary	Improvement Required	Priority	YES – submitting
Jackson Elementary	Improvement Required	Focus	
Stewart Elementary	Improvement Required		
Wolffarth Elementary	Improvement Required	Priority	YES – submitting
Dunbar College Prep Acad	Improvement Required	Priority	YES – not submitting
OL Slaton Middle School	Improvement Required	Priority	YES - submitting

In addition to the new position to support these identified campuses a current position within the Federal Programs department was redesigned to also provide additional support to these campuses since all are Title I campuses. The current Executive Director of School Support is also a part of the Associate Superintendent for Priority School's team for school improvement. Lubbock ISD also embraces the campus Professional Service Provider (PSP) in all aspects of improvement work within these schools. This structure of support for our schools was created in 2013-14 before the announcement of the TTIPS grant and will continue after the grant period should any schools remain that are identified for priority for services. The grant eligible campuses will continue to receive current level of funding in local and federal funds.

The Lubbock ISD has adopted the philosophy that additional, intensive support is critical for the campus leadership at OL Slaton to lead their turnaround efforts.

The Associate Superintendent for Priority Schools position is not grant funded and will continue to support the campus leadership at OL Slaton Middle School and does ensure the operational flexibility needed to continue the practices implemented and learned during the grant period. While the campus does plan to add additional positions in the area of professional development, it is the plan of those professional to help develop a highly effective teaching staff in order to maintain the work of continuous improvement.

The campus principal was instrumental in the development of an improvement plan for the 2014-15 school year which includes activities which are correlated to the Critical Success Factors during the actual development of this grant application. The invested personal time of the principal to be very involved in the actual writing of portions of the grant will prove to be invaluable to the commitment for completion of the grant activities and planned sustainability of the grant.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus implemented a process of completing quarterly reports on their progress goals established in the 2013-14 school year will continue this activity after the grant period in order to monitor any campus identified goal. This ongoing monitor of the improvement plan has proven to be an excellent activity in the current year. This process also aligns with the campus-developed protocol of data analysis which will also continue after the grant has expired.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Comparison of previous year achievement to current year achievement scores on the state administered assessment	1.	Increase of mathematic scores in all student groups measured in Index 1 and decrease of gaps measured in Index 3 on the state accountability system
		2.	Increase of mathematic scores in all student groups measured in Index 1 and decrease of gaps measured in Index 3 on the state accountability system
		3.	Increase in Index 2 of the state accountability system of the student growth gains
2.	Comparison of behavior data	1.	Decrease the number of discipline referrals
		2.	Decrease then number of students receiving multiple referrals
		3.	
3.	Condition of climate though perception data	1.	Organization Health Inventory given annually indicate an increase in percentages in each of the ten dimension of the survey.
		2.	
		3.	
4.	The value added results on school and teacher effectiveness	1.	Effectiveness gains will be greater than 1.0 NCE in each subject area measured
		2.	The number of teachers receiving ABOVE EXPECTED Growth will increase
		3.	Increase the number of teachers in the proficient range on the TAP rubric
5.	Comparison of cohort district assessment and intervention assessment data from benchmarks	1.	The gap between campus and district student performance on district assessments will decrease
		2.	Reading fluency, comprehension, and Lexile level of students will increase
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OL Slaton Middle School will use two electronic systems to collect individual student data. The first system is a Lubbock ISD developed, internal dashboard named Dash1. Dash1 is comprised of many warehouses of data such as, electronic gradebook, student management system (attendance included), and the data warehouse of formative and summative assessment measures. Also, the Lubbock ISD was the pilot site for the Texas Student Data System and all schools has received extensive professional development in the use of targeted student data through this system. The TSDS provides better summaries of results from various student groups, grade-levels and subject areas. Dash1 provides a way to track individual student data in a user-friendly manner. Also, since it is an internal dashboard, many enhancements have been able to be added when needed such as monitor groups and interventions used with the students.

If more than one of the campuses in Lubbock ISD receives the TTIPS award, there will be one Project Manager and then Site Coordinators will be at each of the campuses. The Project Manager and the Site Coordinators will support the collection of data on a schedule. As areas of concern are identified, the Project Manager, Site Coordinators, Campus Leadership Team will work to solve them. Other personnel such as the Associate Superintendent for Priority Schools would be consulted if the problem could not be solved without additional support.

Date to Collect	Frequency
Attendance	Daily
Student Grades	Daily, Weekly, Six Weeks, Semester, Annually
Common Formative Assessments	Varies by unit
District-Designed 6/9 Weeks Assessment	Six and/or Nine Weeks
TAP Rubric for Teacher Effectiveness	Semester
Positive Behavior and Intervention Supports (PBIS) data	Six Weeks
STAAR Assessments	Annually
Extended Learning Time	Monthly
Organization Health Inventory	Beginning and End of Year
Parent Involvement Attendance	Monthly
Framework for Principal Retention	Annually
Teacher Retention Guide	Annually
Classroom Observation by Peers with Protocol	Twice a semester
Value-added results of School and Teacher	Annually
Student Observation Records for reading levels	Ongoing
Universal Screeners	BOY and EOY
Counseling Log	Six Weeks
Special Education student IEPs	Annually

The Project Director will report directly to the Associate Superintendent for Priority Schools who serves on the Superintendent's cabinet which meets each Monday. Any policy and practice will be placed on the Cabinet agenda to discuss changes necessary to support the implementation of all required grant activities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	A. Teachers meet in vertical Professional Learning Communities to study state standards and plan aligned instructional activities and appropriate formative and summative assessments	08/14	05/17
			B. Hire interventionist staff on flexible scheduling to provide targeted Response to Intervention activities	08/14	12/14
			C. Implement the district-designated scope and sequence and provide additional curriculum resources to guarantee a highly aligned, viable curriculum that is both vertically and horizontally aligned	08/14	05/17
			D. Fund literacy instructional coach upon completion of TLI funding (starting year 2). Coach will work collaboratively to plan vertically and horizontally aligned cross-curricular units of study	08/15	09/15
			E. Develop, train and implement campus-wide reading strategies for middle school students to increase Lexile levels of all students	08/15	05/16
			F. Develop, train and implement campus-wide numeracy strategies to improve mathematics skills	08/14	05/14
			G. Administrators, instructional coaches and CALs uses campus-developed lesson planning rubric to evaluate lesson plans weekly	08/14	05/17
			H. Conduct campus book study for all staff on <i>Engaging Students with Poverty in Mind</i> by Eric Jensen	11/14	03/15

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			I. Purchase license to online professional development tool to provide on-demand training	09/14	12/14
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Provide class sets of tablets for teachers to use formative assessment daily – teachers use live data to monitor and adjust instructional practices according to specific academic needs	08/14	01/15
			B. Provide job-embedded, ongoing Professional Development to support tablet use in the classroom	11/14	01/17
			C. Provide scanners and job-embedded training to enable teachers to create and administer common formative assessments using Eduphoria for data collection and analysis	08/14	12/14
			D. Purchase and implement a technology-based, data-driven Response to Intervention program for Reading and Mathematics to inform differentiated instruction	08/14	01/15
			E. Conduct Instructional Summit each summer to study data with all staff members	06/15	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Intervention time for reading and mathematics scheduled into the school day	08/14	05/17
			B. Purchase and implement a technology-based, data-driven Response to Intervention program for Reading and Mathematics to inform differentiated instruction	08/14	01/15
			C. Instructional Rounds conducted by campus and district personnel to assess instructional practices and provide feedback to teachers	11/14	05/17
			D. Teachers use campus-designed lesson planning rubric to provide feedback to other teachers using walkthrough format on tablets	12/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Instructional coaches (Math and ELAR) and Campus Academic Leaders (CALs) (Science and Social Studies) review formative and summative student data weekly in PLC	08/14	05/17
			B. Conduct Improvement Progress Meetings between designated administrator and individual teachers to review district assessment data	09/14	05/17
			C. Conduct on-going Student Support Team meetings for individual students not meeting academic expectations, comprised of a school counselor, PBIS specialist, teacher, parent and student to set goals and design differentiated activities necessary to accomplish academic and behavioral goals	09/14	05/17

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			D. Purchase Universal Screeners to use at the beginning and end of year to assess student academic strengths and areas for improvement	02/15	09/15
			E. Provide scanners and job embedded professional development to enable teachers to create and administer common formative assessments using Eduphoria for data collection and analysis	08/14	10/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	Julio Aguilar, 07-01-2013		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/	A. Principal meets with district priority school administrator at the beginning of the year for goal setting and writes a professional plan for school improvement	08/14	09/14
			B. Implement a survey given to campus stakeholders (teachers, students and parents) to prioritize and communicate campus goals	09/14	10/14
			C. Use value-added data to evaluate principal effectiveness on student growth and determine areas of improvement	09/14	07/17
			D. Schedule quarterly meetings with Quadrant feeder school administrators	10/14	06/17
			E. Use Framework for Principal Retention Determination to assess school performance, teacher effectiveness and turnaround leader actions	06/15	06/17

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		language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.			
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Design and implement an incentive program to reward increased student achievement	07/15	07/17
			B. Use Framework for Principal Retention Determination to identify those who need improvement and develop an intervention plan	08/14	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Allow TTIPS campuses to review potential employee files and interview qualified candidates at an accelerated rate than for non-TTIPS campuses	08/14	07/17
			B. Do not require TTIPS schools to receive district surplus employees from other campuses	08/14	05/17
			C. Provide TTIPS campus with flexible staffing calendar in order to fill grant funded positions	08/14	07/17
			D. Allow flexibility of contract for TTIPS funded personnel	08/14	01/15
			E. Allow campus to adjust late bus route and add an additional late route to accommodate students involved in after school programs	01/15	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Campus leadership team develops goals and designs plan for extended day programs	09/14	01/15
			B. Create and implement a sixth grade transition camp before school starts	05/15	07/17
			C. Create and implement summer academic support programs for students with significant achievement gaps identified by Universal Screeners which includes service learning component	06/15	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Hire interventionist staff on flexible scheduling to provide targeted Response to Intervention activities	08/14	12/14
			B. Partner with Communities in Schools, local colleges and universities and local neighborhood center to offer tutoring opportunities for students	01/15	06/17
			C. Send students to STEM-related summer camps through Texas Tech University IDEAL program	06/15	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning	A. Implement an after school program emphasizing enrichment activities, including arts and physical education, career/technology/agricultural education and service learning	01/15	05/17
			B. Partner with Communities in Schools to offer enrichment opportunities (chess club, Speed Stacking, etc.) during student lunch periods	10/14	05/17

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		opportunities that are provided by partnering, as appropriate, with other organizations.	C. Send students to enrichment summer camps through Texas Tech University	06/15	07/17
			D. Send students to sports skills summer camps through the feeder high school and Texas Tech University	06/15	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Master schedule designed with time to meet in Professional Learning Communities embedded in the school day	08/14	07/17
			B. Provide stipends for teachers to attend summer campus data institutes and professional development opportunities	06/15	07/17
			C. Purchase license to online professional development tool to provide on-demand training	09/14	12/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Implement family nights to emphasize math, reading and technology skills	11/14	04/17
			B. Partner with Communities in Schools and district designated social worker to coordinate and conduct a "family and community services night" twice each year to inform families of local social services	02/15	05/17
			C. Use student enrichment club to create a "virtual Open House" DVD to send home to parents several times a year to communicate information and events happening at school	01/15	05/17
			D. Provide opportunities for parent input through meetings and surveys	09/14	05/17
			E. PBIS Specialist and counselor leads parent workshops on successful discipline at home	12/14	05/17
		2. Provide ongoing mechanisms for community engagement	A. Partner with Communities in Schools to involve community services both on-site and off-site, in partnership with community-based non-profit organizations	10/14	05/17
			B. Counselor creates service learning program for students emphasizing project-based learning	01/15	06/17
			C. Partner with Communities in Schools and local colleges and universities to host a college and career fair	04/15	04/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Create PBIS Specialist position and behavioral facilitators to reinforce campus-wide PBIS classroom management systems, monitor and implement interventions for tier 2 and 3 students, serve on SSTs, provide parent education and lead monthly PBIS team meetings on campus	08/14	07/17
			B. Hire additional counselor to intervene with at-risk students through assessment, goal setting, group and individual counseling, progress monitoring and parent communication	08/14	07/17
			C. PBIS Specialist and at-risk counselor implements a peer mediation program	01/15	07/17
			D. Implement curriculum to teach basic values and character strengths needed to succeed in school and beyond	12/14	07/17
			E. Provide technology in campus common areas to immerse students in current events, social skill reminders and core curricular concepts	09/14	07/17
			F. Promote regular school attendance through School Messenger System	08/14	07/17
			G. Monitor campus climate through administration of Organization Health Inventory	08/15	07/17
			H. Conduct campus book study for all staff on <i>Engaging Students with Poverty in Mind</i> by Eric Jensen	11/14	03/15
			I. Emphasize fine arts participation through additional performances and competitions.	01/15	05/17

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			J. Create a "teacher of the week" program to recognize excellent attendance rates, using PBIS strategies with fidelity, using engaging instructional strategies or above and beyond expected work with students	09/14	05/17
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Require TAP training for all administrators	12/14	08/15
			B. Implement TAP evaluation system for all core area teachers, videoing each teacher twice each year, providing feedback according to TAP rubric	08/15	05/17
			C. Assigned administrator uses district walkthrough protocol to provide ongoing feedback to core area teachers monthly	08/14	05/17
			D. Continue to utilize district-initiated EVAAS value-added evaluation and financial reward system	07/15	07/17
			E. Campus leadership team develops walkthrough form and schedule for teachers to give feedback to each other using tablet technology	09/14	11/14
			F. Conduct Instructional Rounds to assess instructional practices and provide feedback to teachers	10/14	03/17
			G. Use Teacher Retention Guide as a resource to supplement evaluative tools for teacher effectiveness	09/14	03/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Design and implement incentive program to reward teachers for increased student achievement.	03/15	06/17
			B. Use Teacher Retention Guide to determine teacher effectiveness and implement improvement plan as needed	09/14	03/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully	A. Develop professional development plan and schedule to provide training on reading strategies for middle school students; numeracy strategies; formative assessment; data-driven instruction; subject-area content knowledge; integrating technology; effective and engaging instructional and intervention strategies, including cooperative group learning; and effective parent and community engagement strategies	08/14	07/17
			B. Provide BOY training and ongoing professional development and support in PBIS strategies and social skills development. PBIS team meets monthly to provide feedback to teachers	08/14	05/17
			C. Provide time within the school day for professional learning communities	08/14	07/17

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		implement school reform strategies.	D. Identify teacher leaders to serve as mentors and provide support for other teachers in the transformation process	09/14	06/17
			E. Conduct campus book study for all staff on <i>Engaging Students with Poverty in Mind</i> by Eric Jensen	11/14	03/15
			F. Purchase license to online professional development tool to provide on-demand training	09/14	12/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Implement annual financial incentives to retain talent	07/15	07/17
			B. Implement teambuilding and personal growth activities during summer data institute	06/15	07/17
			C. Implement a tuition reimbursement program for teachers and staff to further their educational pursuits.	12/14	07/17

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lubbock ISD has a number of means to assess successful implementation of the transformation model at O.L. Slaton Middle School. The LEA implements summative unit assessments every six or nine weeks which are reported in Eduphoria and the Lubbock ISD Dashboard. While these summative assessments provide an evaluative snapshot of the teaching and learning of the standards according to the district scope and sequence, the campus will increase the frequency of formative assessment to provide day to day feedback of student performance. With tablet technology being utilized in every core classroom, formative evaluation of student learning will become more instantaneous to collect and analyze. Similarly, the Project Manager will utilize data to provide ongoing evaluation of the grant activities and performance, including but not limited to, the following: walkthroughs completed by campus administration, PLC "data day" meetings, professional development participation and evaluations, PBIS data, and counseling logs.

The Project Manager will meet regularly with the Campus Leadership Team and others involved in the transformation to review all data sets related to measurement of the program. The Associate Superintendent for Priority Schools (DSCI) and Project Manager will work together regularly to prepare and evaluate 90 day plans. The frequency of campus-based formative and district-implemented summative assessment data will allow the campus to regularly review student performance. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified through formative and summative assessments, walkthroughs, planning times, school improvement meetings, and initial activities implemented.

The Lubbock ISD has developed a system of services and support to priority campuses through its reorganized organizational chart which will sustain throughout the implementation of the program. LISD Assistant Superintendent for Curriculum and Instruction and LISD Executive Director of School Support Services will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. O.L. Slaton has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each performance measure to ensure that more immediate results can be measured and successes celebrated along the way. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and Associate Superintendent for Priority Schools. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Throughout the program the Project Manager, District and campus staff will meet regularly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to teachers as needed. Formative evaluation will be frequent and ongoing in the following ways: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction, documented coaching and mentoring sessions, PLC agendas, common formative assessments, PBIS student intervention activities, counseling logs and feedback from parents, students and community stakeholders. The campus principal and Project Manager in collaboration with the Assistant Superintendent for Curriculum & Instruction and the Associate Superintendent for Priority Schools will provide to key district personnel on a quarterly basis for review and TEA via 90 day reports and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Manager will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered and provide for continuous improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Master schedule planning to accommodate PLCs and built-in intervention time during the school day
- Ongoing discussions regarding PBIS campus-wide initiatives implemented during the 2013-14 school year
- Content area teachers make data-driven decisions to assign students to necessary intervention programs to start the 2014-15 school year
- Data from incoming 5th grade students will be analyzed using Dash1 and TSDS to anticipate individual student academic and social support needs
- Teachers will participate in Professional Development opportunities in summer 2014 in content, PBIS, technology strategies
- Administration contacting sales representatives for reading and mathematics intervention programs to gather supporting research and pricing information
- Campus leadership team will participate in the district's Summer Leadership Institute
- 2014-2015 campus Professional Development Plan will be developed and submitted to district
- Communities in Schools Coordinator surveying students to determine interest for enrichment groups
- Sixth grade orientation and open house activities planned for family engagement

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 152901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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